DOCUMENT RESUME

ED 365 606 SO 023 630

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TITLE Law Day Partnerships. Bar/School Partnership Programs.
INSTITUTION American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE [90]
CONTRACT G008510131
NOTE 9p.
AVAILABLE FROM American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Citizenship Education; *Community Involvement; Court Litigation; *Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; *Lawyers; Legal Problems; School Business Relationship; Social Studies; Units of Study
IDENTIFIERS American Bar Association; *Law Day

ABSTRACT

Law Day is an annual event through which schools and communities commemorate the U.S. legal system. The observance provides an opportunity for schools and bar associations to educate youngsters about the role of law and lawyers in a democratic society. Such events can help generate interest for ongoing law related education (LRE) programs in the schools, while fostering working relationships between schools, lawyers, judges, police, and other community resources. Such a program should begin with meetings among the participating parties, who should work together to develop lessons. Activities should offer students opportunities to interact with each other and with the resource people. Teachers should meet with the lawyers ahead of time to clarify teaching techniques and how the lesson fits into the curriculum. With advance planning, Law Day can evolve into law weeks, with many participants in the legal system taking part. A successful LRE program requires the support of school administrators and the local bar. Media coverage also can contribute to community support. A sample memo to principals and a school participation request form are included. (SG)

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Law Day Partnerships

BY DALE GREENAWALD

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American Bar Association
Special Committee on Youth Education for Citizenship

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This is the first of a series of handbooks on bar/school partnerships produced by the American Bar Association's Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611, 312/988-5725.

This handbook is made possible by a grant from the Law-Related Education Office of the U.S. Department of Education, Grant Number G008510131. We express our gratitude to the Department for its support of this project to improve bar-school partnerships, of which the handbook series is a part.

Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the American Bar Association or the Department of Education.

Law Day is a great opportunity for schools and bar associations. It gives them the chance to do programs that are lively and fun and accomplish an important purpose: educating youngsters about the role of law and lawyers in a democratic society.

But how well does the message get across? In particular, how much do students really learn about the way law guides, shapes, and preserves our freedoms?

Law Day celebrations often just consist of lawyers making an annual visit to the schools, where they address an auditorium filled with students who welcome any opportunity to escape from classes. After an hour of talking about the yearly theme and responding to student questions, the lawyers depart feeling satisfied that they have fulfilled their educational responsibilities for another year.

If this scenario bears any resemblance to what happens in your bar or school district, you might want to take a look at the experience of the Boulder County Bar and two local school districts. Together they created a program that, in one year, increased Law Day participation by 500% and strengthened law-related education (LRE) throughout the school year.

Those of us who put the program together didn't have to start from scratch. The Boulder bar had conducted Law Day programs in the past and operated a modest lawyer-in-the-classroom program in the Boulder Valley and St. Vrain school districts. The Law Day effort had involved classroom presentations in about 30 classrooms, a substantial number, but still limited when compared to the 45 school buildings in Boulder Valley and the 28 in St. Vrain. Both districts were aware of LRE and had undertaken a variety of steps to integrate law studies into the classroom, especially at the elementary level, but much work remained to be done.

Guiding Assumptions

From the beginning, our Law Day effort was guided by the following six assumptions. I think they'd be applicable to districts large and small throughout the country.

1. Law Day is a means of generating school and bar support for on-going LRE programs. The bar-school partnership should be a sustained effort, not just a *one-day* affair.
2. Law Day activities must fit the school curriculum. They should compliment and reinforce the existing courses, not just be tacked on somewhere.
3. Law Day activities should use lively instructional strategies that help students and lawyers feel comfortable with each other and encourage them to mutually explore important issues.
4. Law Day lessons should be "user friendly" and not require extensive efforts by either teachers or lawyers.

5. Law Day should be a community effort involving judges, police officers, consumer affairs people and many other community representatives.
6. Any Law Day program involving a sizeable number of presentations cannot be delivered in one day. Why not think of one or two weeks as your extended Law Day?

Enduring Partnerships

You can't teach about the law in one day, any more than you could teach math or English in one day. Imagine that math were taught only one day a year, and only by eminent mathematicians who came into school for an hour or so to lecture and answer questions. Sure, the kids would learn something—but how could it be enough?

A good long-range goal for bars and schools, then, would be a law program that operates throughout the school year, primarily taught by teachers but benefitting from regular help from lawyers, judges, police officers, and other community resources.

That doesn't mean that community resources have to be in the classroom all or even much of the time. And it doesn't mean that bars have to undertake a costly, time-consuming program that will drain energy from their other efforts.

Teachers will remain the most important instructors, and schools will carry on the bulk of the program. Lawyers don't have to be workhorses, but they have to be something more than show-and-tell horses. They have to be willing to come into classrooms occasionally, and they have to be willing to help plan programs and help teachers do the best job they can.

The key is to plan early and effectively—and Law Day is a great vehicle for doing just that.

Early Meetings a Key

Your first step should probably be a meeting between a small group of the bar's people and the school district's. The bar can be represented by someone from its staff (the education director if it has one, or the public relations person) and such volunteers as the Law Day chairman and the education committee chair. Inviting the president and president-elect would be a good way to inform them about the program and win their support.

The school side could be represented by the social studies curriculum co-ordinator, a social studies department head, a key teacher, a principal, or others with a close knowledge of the school program. In smaller districts, the superintendent of schools might be able to lend a hand.

The initial meeting could:

- give the two groups a chance to get to know each other and the resources each brings
- find out which topics are important for students to learn
- provide an opportunity to examine the curriculum and see how the topics fit at each grade level (this will help integrate law into the curriculum throughout the school year and help convince teachers that they're already teaching about law and that lawyers can help them do a better job of it)
- give the bar and school people a chance to begin thinking about how topics could be converted to lessons
- permit the group to set up a schedule for all the steps that will lead up to Law Day (see pp. 4-5 for our timeline)

Putting Flesh on an Idea

At this point the group might want to delegate the actual writing of the lessons to one or more persons. In Boulder, most of this work was assigned to an education consultant working with the bar, but in most bar-school partnerships it would probably be assigned to an educator or group of educators working for the school district.

Either way, though, it's important to get feedback from lawyers on initial drafts of the lessons. Lawyers can provide additional materials. For example, one bright young lawyer with teaching experience suggested including the state codes defining child abuse as part of the presentation on that topic. And lawyers are the best people to identify appropriate cases.

We also found that lawyers wanted—and could help us create—more detailed legal background materials. It's also a good idea to have an evaluation system in place so that you'll also know what individual lawyers added to the materials for the presentations they gave. These might easily help other presentations on the same topic next year.

The topics we developed included the following:

Kindergarten-third grade:

Fingerprinting
Law and Conflict Resolution
Seeking Facts to Solve Mysteries
Making Wrongs Right
People Who Make Courts Work
Police as People
Investigative Personnel

Grades four-six:

Search and Seizure
Contracts and Their Function
Freedom of Speech
Juvenile Justice and Its Processes
Making Wrongs Right (advanced lesson)

Grades seven-nine:

Law Careers
Juvenile Justice
Child Abuse
Childrens' Rights in Divorce
Search and Seizure
Drunk Driving

Grades ten-twelve

Civil Rights
Gender Discrimination

Civil Disobedience	Drunk Driving
Freedom of Speech	Search and Seizure
Your Rights on the Job	Divorce

These activities became not only the cornerstone of Law Day, but also a vital part of our continuing lawyer-in-the-classroom program. They were highlighted in all of our lawyer-in-the-classroom material, so that teachers knew they could ask for a lawyer to present them any time during the year.

Of course, you'll want to vary the list to fit the needs of your community. And you'll want to take advantage of what's been done elsewhere. The Winter, 1986, issue of *Update on Law-Related Education* contains sample lessons from bar-school partnerships across the country, including several of the lessons listed above. The lessons included in this magazine offer activities for every grade level and are models of sure-fire strategies. The ABA can also put you in touch with bar-school partnerships that have done exciting, creative things. Contact Charlotte C. Anderson, Staff Director, Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611.

Beyond the Lecture System

Once you've decided on your topics and selected your writers, you'll want to be sure they create teaching strategies that get the point across and give lawyers the help they need. The best teaching involves students in the subject, so each activity you create should offer students an opportunity to interact with each other as well as with the community resource person. (This approach requires that students be given a set of legal principles or guidelines and then apply them in specific challenging situations.)

Rather than have a lawyer lecture about search and seizure procedures, come up with lessons in which students are given a brief overview of the constitutional considerations at stake. Then ask them to work in groups to decide if sample situations meet those criteria. The resource person can then critique each group's conclusions, identify key issues in each situation, and respond to questions generated by the activity.

Several techniques assure that every student participates. One approach is to assign each group member a different case to analyze. Each student makes a decision and shares his/her conclusions with other group members. A second approach is to present groups with many questions about only one case. Have each student assume primary responsibility for answering one or two questions. Group members could also be responsible for leading the discussion of their question(s). Questions could vary from low-level recall of facts of the case to more challenging questions such as identifying an appropriate solution. Structuring questions in this way allows every student to be successful.

Good Law Day lessons should also be balanced. Balance requires that the activities do not portray the justice system as being either perfect or flawed beyond repair. For example, if all of the situations used to study search and seizure show the police engaged in illegal searches, students will develop a negative attitude toward the justice system. If lessons never include examples of illegal police activity, students will question their validity, because they know violations take place. Have your examples reflect the good and the bad.

And be sure the lessons are "user friendly": lawyers and teacher must be able to use them with a minimum of effort. Most teachers don't have the time to gather materials; most lawyers don't have time to do extra legal research or develop complex instructional activities.

Law Day Timeline

early January
Bar association and school board meet to review curriculum, identify places where law might be taught and community resource persons used, and decide which group will be responsible for certain tasks.

mid-January—mid-February
Write lessons and have them reviewed by teachers, lawyers, and other appropriate community resource persons.

early March
Publicize the program within the schools and the legal community. Try to get articles in bar and school publications, highlighting the coming program and urging interested people to sign up. Send information about the program, including sign-up form, to lawyers. Talk to school principals and make sure they're aware of the program.

early March
Contact police, business groups, and others who may wish to participate. The process of contacting and involving them is like that of recruiting and using lawyers, described below.

January | February | March

Make sure the lessons and support materials are complete enough to give them what they'll need to teach effectively – the major issues and brief summaries of majority and minority opinions will usually do the trick.

Here are some other tips to bear in mind:

- lessons should have a brief introduction and should describe procedures, materials needed, teaching time, and target audience
- lessons should include all the materials students will need
- lessons should avoid jargon. Educators and lawyers have diffent professional vocabularies. In the interests of harmony and better understanding, use the common language – English

Helping Lawyers Teach

How can you assure that lawyers will get the help they need to teach effectively? You can do your best to make the lessons complete and clear, and can emphasize the rationales for interacting with students and concentrating on the main objective of the lesson.

But the written word can only do so much. An orientation session for lawyers might help, though it is often difficult to find a time that's convenient in their busy schedules.

Perhaps the best solution is to have the teacher and lawyer meet at least briefly before the presentation. The teacher can fill the lawyer in on the students and where this presentation fits into their course work. The teacher can also discuss why certain techniques will work better than others and suggest ways of making the most of the experience. That might well involve altering the prepared lesson. No one lesson is perfect for every situation, so encourage lawyers and teachers to do some creative adapting, as long as the changes are based on an understanding of these particular students and what they need to know.

Involving the Whole Community

So far I've concentrated on lawyers and their role in Law Day. The best Law Days, though, are those which involve many other actors in the justice system. Teaching about the law works best – and lasts longest – where there is broad support. And many lessons benefit from a wide range of community resource people, not just lawyers and judges.

So try to get the support of police, sheriff's departments, local businesses, consumer groups, probation officers, and other people from the community. Months before Law Day, we approached law enforcement agencies in order to get their help. Meetings give police an understanding of the program and allow you to shape the program so that they can easily participate.

In Boulder, we discovered that a major supermarket chain offered the services of a shoplifting prevention specialist. Although a lawyer or police officer could have presented on this topic, the bar preferred to strengthen links between the business community and the schools.

Wide community participation in Law Day

- increases visibility
- builds active, continuous support for law-related education (because it is impossible to predict who will emerge as the driving force behind LRE in a community, it's critically important to attract as many advocates as possible, and everyone who agrees to make a Law Day presentation is a potential advocate of law studies in the schools)

mid-March – early April
Call lawyers who have not responded and urge them to participate. Highlight members of certain committees which have a special interest in the subject of some of your lessons (e.g., committee on family law might be interested in lessons on child abuse). Ask lawyers if they would be willing to do a lesson (or lessons) during a particular week, but don't try to pin down the time more precisely.

early April
No later than 10 days before your Law Weeks begin, mail complete packets to every participating lawyer and teacher. Each packet will identify which lawyers and teachers will be working together and include the activity to be used, the list of do's and don'ts for lawyers, and evaluation forms, but final arrangments as to time will be left to the teacher and lawyer. As soon as the teacher and lawyer have talked, the teacher informs the project as to the time they've decided on, so the project can remind them as the day approaches (see below).

during Law Weeks
The day before each presentation is to take place, call both the teacher and the lawyer to remind them.

early April through Law Weeks
Work with media to arrange coverage.

within 10 days after Law Weeks
Collect evaluation forms from teachers and lawyers. Use them as a basis for a written report on Law Weeks that will be completed before the end of school and shared with the school superintendant and other key people.

as soon as possible after Law Weeks
Send thank-you notes to all community resource persons, with printed certificates of appreciation signed by the superintendant of schools.

April LAW WEEK LAW WEEK May

- strengthens programs by adding to their instructional repertoires: police have access to crime lab materials that are not accessible to lawyers; judges can secure courtroom facilities which would be unavailable to a police officer

Who Does What

These meetings between bar, school, and other community groups will also give you a chance to plan the administration of the program.

In Boulder, the bar association staff was comprised of a part time executive director and a part time educational program coordinator. There was no secretary, no extensive office equipment. The school district was represented by an elementary social studies coordinator, and her support staff comprised of a secretarial pool and an extensive array of modern office equipment.

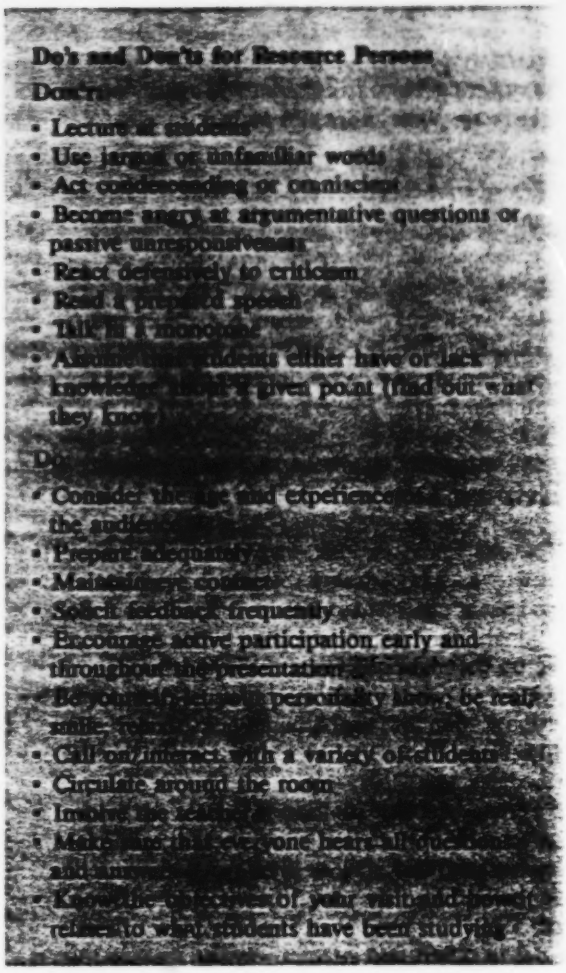
Given these differences in organizational capability, we agreed on the following division of responsibility. The bar association would be primarily responsible for developing instructional materials after the school district identified areas of need. The bar also agreed to recruit lawyers and other resource persons such as police officers and match them to requests from teachers. Finally, the bar assumed primary responsibility for obtaining media coverage of Law Day.

The school district agreed to review all drafts of instructional materials, type final copies, duplicate and send materials to teachers and presenters, collect and tabulate evaluation data, and create program visibility within the school district, which at all times was responsible for determining general program objectives.

Recruiting Lawyers. Once the topics had been identified, the bar association sent a description of the program and a volunteer form to every bar member. The form offered bar members the opportunity to specify times and topics which would be appropriate for them. This mailing produced about a third of the presenters which we needed. Telephone calls to other bar members who might have an interest in an area – juvenile justice subcommittee members were contacted to do presentations about child abuse – secured the remaining lawyers necessary to deliver the program.

Meetings between the bar's education coordinator and the city police and county sheriff's departments obtained their commitment to meet requests for presentations by officers. Supervisory personnel in both departments notified appropriate authorities and time was allocated from many officers' schedules to make them available to the schools. The police were further involved when each department had an opportunity to review all of the drafts of activities which would involve officers.

Recruiting Teachers. While the bar association was securing presenters, the school districts generated support and interest among their faculties. Information about the program was distributed in the district's newsletter, and each building principal received forms for selecting presentation topics and dates (sample on p. 8). It's important that these forms be as clear as possible: they should clearly specify which persons within the school (specific teachers or the principal) is requesting presentations, and for which grade levels. Finally, it's important that there be clear instructions on how to contact the requesting educator.


Do's and Don'ts for Resource Persons
Don'ts
• Lecture at students
• Use jargon or unfamiliar words
• Act condescending or omniscient
• Become angry at argumentative questions or passive unresponsiveness
• React defensively to criticism
• Read a prepared speech
• Talk in a monotone
• Assume students either have or lack knowledge; at any given point find out what they know
Do
• Consider the age and experience of the audience
• Prepare thoroughly
• Maintain eye contact
• Solicit feedback frequently
• Encourage active participation early and throughout the presentation
• Be yourself; personality shows; be real
• Call on/interact with a variety of students
• Circulate around the room
• Involve the teacher
• Make sure the key point(s) learned is/are clear
• Know the objectives of your visit and how it relates to what students have been studying

In addition, the district social studies coordinators promoted the program through individual contacts at the building level. These activities generated approximately 130 requests for presentations.

Matching Them Up. Requests were sent to the bar association, where they were matched to available lawyers, police officers and other presenters. Each volunteer presenter was contacted by telephone and provided with the name, telephone number and topic from the requesting teacher. The bar made no effort to specify time or conduct final arrangements. We wanted the teachers and presenters to discuss the presentation, and leaving the final arrangements incomplete encouraged communication. In addition, it reduced logistical prob-

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lems for the bar association. After facilitating the initial contact, the bar placed primary responsibility for final planning upon the teachers and presenters.

Packets of Materials. District staff prepared packets for both teachers and presenters. These packets contained a cover letter, a short checklist of do's and don'ts for both teachers and presenters (sample on p. 6), a complete activity kit with copies of each activity that will be used, and evaluation forms. The school districts assumed responsibility for mailing these packets at least a week before presentations were scheduled. In addition, the school district staff also mailed reminders to both teachers and presenters. Since most bar associations have neither the staff nor the equipment to perform the clerical work necessary to implement a Law Day program, it is critical to secure a school district commitment in this area.

Law Day Becomes Law Week(s)

It requires more than one day to provide the types of learning opportunities which we wanted to offer. As I mentioned earlier, our publicity to both school districts generated more than 130 requests for classroom presentations. It would have been impossible to locate enough lawyers and police officers to fulfill that demand in one day unless the program used lectures to masses of students, an approach we rejected as educationally unsound.

The police departments in particular were only able to provide a few hours each day of their officers' time. However, by giving the departments sufficient notice, they were able to assign officers to the schools for several hours each day over a two-week period. The increased flexibility provided by extending Law Day for two weeks also permitted the bar to make more efficient use of its volunteer lawyers.

By providing lawyers with a two-week time span, they were able to make many more classroom presentations than if Law Day had been of shorter duration. Unanticipated changes in court schedules simply resulted in rescheduled presentations instead of cancelled ones.

Two-week Law Day programs provide extended visibility for LRE which a single day cannot offer. And extended programs permit lawyers who enjoy their initial classroom presentation to make additional ones.

The longer time period also meant that the bar was able to schedule many lawyers in their areas of expertise. By extending the Law Day effort across two weeks, we were able to deliver educationally sound presentations and deal effectively with the logistical problems created by a program of this magnitude.

Planning for Next Year. In addition to handling all of the clerical tasks supporting Law Day, the school district also conducted an evaluation of the program. Each teacher and presenter was asked to complete an evaluation form and return it to the central office. School district personnel tabulated the numerical data and recorded open-ended responses. These data were used by a district administrator to compile a final report about the program.

These told us where we succeeded—and where we didn't. They'll improve presentations this year.

As a last step, the school district mailed a joint thank you letter to all presenters from both the district and the bar.

This formal expression of appreciation was in addition to notes sent by teachers and students.

What We Learned

Our experience could provide valuable insights for people planning similar programs. First, the assumptions which guided the program were valid. The program did generate support among teachers and lawyers for expanded LRE programs.

We also found that the strong support of a key individual within the school system is essential. The elementary social studies coordinator in one district was extremely supportive and had been nurturing LRE in the district for almost a decade. Her personal investment of time and energy—taking time to discuss and promote the program with individual elementary teachers and be involved in all phases of the program—was critical. While coordinators at other grade levels were interested in the program, they were unable to invest the same effort to support it. As a result, elementary presentations constituted the majority of Law Day activities.

Similarly, the strong support of the executive director of the bar and the bar president was also essential in pursuading the bar to expand its Law Day effort.

And we learned some lessons about media coverage. Although we met with reporters and succeeded in obtaining newspaper coverage of the event, interviews with students and teachers and pictures of classroom presentations would have increased recognition for the program. Obtaining media coverage is difficult since school programs generally are not sensational enough to attract an editor's attention. But high visibility is extremely valuable as a means of generating additional support for LRE and of rewarding teachers and resource persons for their efforts. Every Law Day coordinator should actively promote media coverage.

The experiences of the Boulder County Bar Association suggest that these steps can energize your Law Day and make it a means to expand and improve LRE in your community. To put it another way, Law Day is a natural when it comes to strengthening bar-school partnerships.

Dale Greenawald is a former classroom teacher who is currently an educational consultant and education director of the Boulder Bar.

Memo to Principals

RE: Law Day Activities: April 22–May 3, 1985

In commemoration of Law Day, the Johnson County Bar Association has agreed to sponsor a variety of law-related education seminars for all of our schools during the weeks of April 22-26 and April 29-May 3.

Special law-related topics appropriate for the elementary and secondary levels have been selected by the social studies coordinators and are identified on the enclosed forms. We ask for your help in selecting appropriate activities for your building.

For Elementary Principals:

Please complete the attached form and return it to our office before Friday, March 8, 1985.

For Secondary Principals:

Please have the Social Studies Department Chair (or designate) complete the attached form and return it to our office before Friday, March 15, 1985.

We will make every effort to meet each school's needs and to honor all requests. In response to the school's requests, the Johnson County Bar Association plans to recruit its members and other law-related personnel to participate in the programs. Should you have questions regarding the law-related education programs, please call our office at 447-1010 ext. 496.

Thank you for your cooperation.

Law Day Activities: School Participation Request

[Editor's Note: The form below can be sent to elementary school principals, who will share it with teachers and arrange for seminars or classroom presentations. If you include other topics and make slight variations, it could be sent to junior high and high school social studies department heads to enlist them and their teachers in the program.]

School_____

Principal_____

This year, Law Day activities for elementary schools are scheduled to take place from *April 22 through May 3.* Please help us to determine your building's Law Day activity needs by completing this request form and returning it by Friday, March 8, to Alan Olmsted, Social Studies Coordinator.

The following *topics* and *presentation formats* have been proposed. Please select the *topics* desired for your building's Law Day activities and indicate the appropriate *presentation formats* by writing "S" (seminar) or "C" (classroom) in the blank next to the topics you choose.

Presentation Formats:

1. *Seminar:* As arranged with the building principal (or designate), the 30-60 minute mini-sessions will be scheduled at various times of the day and attended by students on a voluntary/option basis.
2. *Classroom:* As arranged with individual teachers, the 30-60 minute mini-sessions will be scheduled *only* for specific classes and will be open to students enrolled in those classes. The name and grade level of each teacher requesting a classroom presentation should be placed next to each topic chosen.

ACTIVITIES FOR THE PRIMARY LEVEL (K-3)

Presentation Format Requested

1. Seminar (S)
2. Classroom (C)

Topics requested:

____ Fingerprinting
____ Law and Conflict Resolution
____ Seeking Facts to Solve Mysteries
____ Making Wrongs Right
____ People Who Make Courts Work
____ Police as People
____ Investigative Personnel

ACTIVITIES FOR THE INTERMEDIATE LEVEL (4-6)

Presentation Format Requested

1. Seminar (S)
2. Classroom (C)

Topics Requested

____ Search and Seizure
____ Contracts and Their Functions
____ Freedom of Speech
____ Juvenile Justice and Its Processes
____ Seeking Facts to Solve Mysteries
____ Making Wrongs Right

DATE PREFERENCES FOR LAW DAY ACTIVITIES

(Select a week and prioritize your day preference):

____ Week of April 22-26
__Mon. __Tues. __Wed. __Thurs. __Fri.
____ Week of April 29-May 3
__Mon. __Tues. __Wed. __Thurs. __Fri.